**6th grade - Fiction Literary Analysis Rubric #2 – Revised 2012**

**Reading Standard #2**

Determine a theme or central idea of a text and how it is conveyed through particular details.

Reading Standard #1

Cite textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text.

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| **Content & Form** | **Exceeds Standards – 10** | **Meets Standards – 8.5** | **Making Progress toward Standards - 7** | **Not in Evidence – 5.5** |
| Lead | Lead grabs the reader’s attention and sets the purpose. | Lead sets the purpose. | Lead does not set the purpose. | Lead is missing. |
| Thesis Statement | Thesis statement is specific and sophisticated. | Thesis statement is specific. | Attempts thesis statement, but is too broad or unclear. | Thesis statement is missing. |
| Purpose – x2 | Determines a theme or central idea of a text and analyses how it is conveyed through particular details with sophistication. | Determines a theme or central idea of a text and analyses how it is conveyed through particular details. | Determines a theme or central idea of a text and attempts to analyze how it is conveyed through particular details. | Does not determine a theme or central idea OR does not analyze how it is conveyed through particular details; may be just a summary. |
| Support – x2 | Uses **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Uses textual evidence to support analysis of what the text says explicitly **as well as inferences** drawn from the text. | Uses textual evidence to support analysis of what the text says explicitly **OR** inferences drawn from the text, **but not both**. | The textual evidence is not effective or there is no textual evidence. |
| Organization | Analysis is fully developed through a logical organization. Transitions enhance the flow of the writing. | Analysis is developed with clear organization.  A variety of transitions are used. | Some organization is attempted, but writer jumps from idea to idea and/or may get off topic.  Transitions are used, but there is little variety. | No organization is evident.  Few/no transitions are used. |
| Style/Tone  (Examples of Techniques: word choice, sentence structure, imagery, anecdotes) | Writing reflects style and tone appropriate for purpose and audience.  The author uses multiple techniques to engage the audience and best communicate the message. | Writing reflects style and tone appropriate for purpose and audience. | Style and tone are not consistently appropriate for purpose and audience. | Writing is inappropriate in style and tone. |
| Conclusion | Concluding statement follows from and supports the analysis. | Concluding statement follows from the analysis. | Concluding statement attempts to bring closure, but does not follow from the analysis. | Concluding statement is missing. |
|  | **Meets Standards – 10** | | **Making Progress toward Standards / Not in evidence – 5.5** | |
| Conventions | Uses grade-level conventions  Errors are minor and do not obscure meaning | | Limited understanding of grade-level conventions  Errors are numerous and obscure meaning | |

Total \_\_\_\_\_\_\_\_\_ / Comments: